

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

315 Roberto Clemente

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PATERSON PUBLIC SCHOOL	School: ROBERTO CLEMENTE
Chief School Administrator: DR. DONNIE EVANS	Address: 434 Rosa Parks Blvd., Paterson, NJ 07501
Chief School Administrator's E-mail: Superintendent@paterson.k12.nj.us	Grade Levels: K-4
Title I Contact: Marguerite Sullivan	Principal: Lourdes Rodriguez
Title I Contact E-mail: msullivan@paterson.k12.nj.us	Principal's E-mail: lrodrigu@paterson.k12.nj.us
Title I Contact Phone Number: 973-321-2331	Principal's Phone Number: 973-321-0341

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 15 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 80,275.00, which comprised 50 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 66,750.00, which will comprise 55 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
School Based Literacy Supervisor Salary			Salary	\$21,726.00
School Based Literacy Supervisor Benefits			Benefit	\$2,040.00
School Based Math Supervisor Salary			Salary	\$21,573.00
School Based Math Supervisor Benefits			Benefit	\$4,865.00
School Based Data Supervisor Salary			Salary	\$4,002.00
School Based Data Supervisor Benefits			Benefit	\$1,483.00

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

****Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Gloria Hunt	Librarian – SciP	X	X		
Jeimy Perez	Special Education	X			
Tracy Kassteen	Gr. 4 SciP	X	X	X	
America Sotelo	Gr. 4 Bilingual Teacher	X	X	X	
Helen Dennis	Kindergarten Teacher	X			
Michael Diaz	Grade 1 Bilingual Teacher	X			
Rosemary Begyn	Grade 2 Teacher	X			
Louise Hanania	Grade 3 Teacher	X			
Julissa Liguori	Grade 2 Teacher	X			
Linda Zalewski	Grade 3 Teacher	X			

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Carmen Moran	Instructional Asst.	X			
Jocelyn Cruz	Instructional Asst.	X	X	X	
Lourdes Rodriguez	Principal	X	X	X	
Nadia de Jesus	Parent	X	X	X	
Fernando Espinal	Parent	X	X	X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
9/3/14	Room 2 Plan 2014-2015	Comprehensive Needs Assessment, Schoolwide Plan Development, Program Evaluation	X		X	
1/16/15	Room 2 Plan 2014-2015	Comprehensive Needs Assessment, Schoolwide Plan Development, Program Evaluation	X		X	
5/20/15	Teachers' Room Plan 2015-2016	Comprehensive Needs Assessment	X		X	
5/21/15	Teachers' Room Plan 2015-2016	Comprehensive Needs Assessment	X		X	
5/26/15	Teachers' Room Plan 2015-2016	Comprehensive Needs Assessment	X		X	
5/29/15	Teachers' Room Plan 2015-2016	Comprehensive Needs Assessment	X		X	
6/1/15	Teachers' Room Plan 2015-2016	Schoolwide Plan Development	X		X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

6/2/15	Teachers' Room Plan 2015-2016	Schoolwide Plan Development	X		X	
6/4/15	Teachers' Room Plan 2015-2016	Schoolwide Plan Development	X		X	
6/8/15	Teachers' Room Plan 2015-2016	Schoolwide Plan Development	X		X	
5/15/15	Teachers' Room Plan 2015-2016	Program Evaluation	X		X	
5/19/15	Teachers' Room Plan 2015-2016	Program Evaluation	X		X	
5/26/15	Teachers' Room Plan 2015-2016	Program Evaluation	X		X	
5/27/15	Teachers' Room Plan 2015-2016	Program Evaluation	X		X	
6/22/15	Room 2 Plan 2015-2016	Comprehensive Needs Assessment, Schoolwide Plan Development, Program Evaluation	X			

****Add rows as necessary.***

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	<u>Mission Statement</u> The mission of the Roberto Clemente School is to provide a nurturing environment which enables each student to pursue academic excellence, experience success, develop self-esteem and an appreciation of the cultural-racial diversity of our society.
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

The plan was implemented as described. We are awaiting the PARCC scores to determine how effective it was on student achievement.

2. What were the strengths of the implementation process?

Some of the strengths of the implementation process can be identified as collaborative work. Given the importance of the goals stated in the plan, the tenured staff identified areas that they were going to focus on with their class in order to attain the academic growth aligned in the plan. Teachers focused on maintaining 96% or better on attendance. Attendance records are a close indicator of student academic success. This particular goal gave lead to continuous teaching in areas that are greatly affected by students' absences. A student's success in Language Arts and Mathematics depends on their time present in the classroom. A rough winter challenged our goal but as of May, 2015 our ADA for the year was 97%.

In addition, other practices that strengthen the implementation process pertain to the commitment and dedication of our staff. Teachers worked closely together to monitor their practices, lessons, and strategies; and were always open to feedback. This approach allowed our staff to seek the feedback and opinion of seasoned staff in topics or areas where they sensed weakness. Moreover, the administration and school-based supervisors kept ongoing communication with staff members. Some forms of communication, used by the principal and school-based supervisor are visible in the lesson plans, students' writing folders, review of assessments and through classroom walkthroughs and 20/40 minute observations done by the administrators.

3. What implementation challenges and barriers did the school encounter?

One of the many challenges faced by the principal and instructional staff was the rapid transition to the Common Core State Standards (CCSS). They were given a set of standards and expected to implement these rigorous standards without receiving the appropriate training. Nonetheless, the district tried to align some training that spoke of the rigor of the standards, however lack of time did not permit teachers to

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

look at the standards and successfully study them in cohorts. If such opportunity would have been provided for our teachers, then the task of closely aligning the standards to their objectives and lastly to their DOLs would not have been so difficult.

Teachers were provided numerous training in other areas such as teacher evaluations, as required by the state. A major challenge pertaining to training was the time allocated for in-service training of our staff. Teachers were assigned to training during regular school days thus interrupting instruction. Substitutes were not always available. Inservices after school or Saturdays are a better alternative.

Within the above challenges met by this staff, our school also had one 1st grade teacher hired on November 17, 2014 and our bilingual education 4th grade teacher retired. Therefore, a change in grade level assignments occurred at the school level. Other challenges we faced were: a) 1st year of training and implementation of IFL, b) 1st year of implementing Conceptual Based Model in mathematics. C) Preparing students on how to learn/apply computer skills in preparation for PARCC. D) 1st year of implementing Book Club e) Training and implementation of new FOSS science program.

We did not have a computer teacher until February, 2015. This brought a great deal of concern as the PARCC was to be administered statewide.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

The most apparent strengths during the implementation were the dedication and commitment of the staff and community. The teachers worked diligently with each other at every step of the process. In addition, our school strives to include our parents. This year parental involvement peaked at 90% with an average increase of 10% during Back to School Night – 2013-14 average 250 parents, 2014-15 average 275 parents. One more strength in the process was the actual steps taken to address the goals stated in this plan. For example, we used “cascading” as a method to implement strategies and address areas of the plan. The areas of need were broken down into clusters and given to teachers to address them in the classroom with the students. The teachers received training and materials during grade level meetings. In addition, they were provided with an allotted time to carry out their lessons and collect their data. These areas were addressed in correlation with the curriculum and each unit. After teachers collected students’ samples and disseminated their findings and data with other members of their cohort, they provided feedback on the process, skills taught, alignment to the units, assessments used, strategies implemented in addition to those provided, and how they were going to continue to address these goals and objectives in the classroom.

As previously stated, our staff mainly faced barriers with the Common Core State Standards, and the relevance of the training topics provided by the district at school and district level. These were the most pertinent weaknesses identified during the process.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

Our school climate and culture has always been one of support and complete dedication to student achievement. Our teachers are always willing to embark on new tasks. Since our teachers had been part of the process of identifying areas of need in their classroom, it was a faster turn-over to get our interventions and programs going. In an effort to maintain teachers’ input and interest always at hand during the process, we scaffold the process of the program and kept on-going communication through grade-level meetings, staff meetings, and via e-mails. This year, however, we felt that too many initiatives needed to be implemented.

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Teachers were provided with all information necessary to carry out the interventions and programs beforehand. They were encouraged to continue to discuss these topics and to share their findings within their cohorts to obtain feedback from their colleagues.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

The perceptions of the staff focused around the difficulties they encountered with the rapid transition to the Common Core State Standards (CCSS) and the new PARCC assessment. Addressing problem-solving and teaching inferences were skills which our students had difficulty in mastering. Therefore, they will continue to be a focus during instruction. Even though these challenges were encountered, our staff remained positive on continuing the task and promoting academic growth and achievement. They used their observations and opinions to base their conversations and encourage new ways to address the issues.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

The community continues to be supportive of the school staff and administration. They make the efforts necessary to help us address issues that are at their level and that require their input. Even though our community is very helpful (See School Climate Culture Survey), our parents would benefit from additional training on the rigor of the Common Core State Standards (CCSS) in order to maximize the opportunities of parent-teacher-school working together towards academic achievement. Furthermore, our school does not have a full time school-based parent liaison; instead we depend on the district's Parent Resource Center to keep our parents informed and involved throughout the year.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

The programs and strategies were carried out with particular accuracy in each classroom as each teacher took into consideration students' abilities and specific areas of needs. Methods of delivery varied amongst the classroom given the student population. For example, regular education students received instruction for the specified skill in small groups that were formed after considering students' performances in topic tests, unit tests, and/or Star Renaissance. Other students, such as special education that attended the resource room and ESL students received instruction in small groups, and often had information presented one-on-one, as needed.

Even though these were the most popular methods used, others were implemented as a means to increase student performance and mastery in the strategies and programs that were outlined in the plan. In combination to small group instruction and one-on-one, teachers also addressed topics of concern during whole group setting. All staff members were utilized to maximize our outcomes. For example, the librarian, aside from her duties, worked with students in grades 3 and 4 in the area of writing. Her instruction targeted the 6+1 Traits of Writing and closely aligned the skills taught to those outlined by the CCSS.

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Lastly, instructional assistants worked with small groups on skills that were specific to those groups. Rowe (2004), in his study titled “The importance of teaching: Ensuring better schooling by building teacher capacities that maximize the quality of teaching and learning provision out lined with the importance of building on the capabilities of teachers and other instructional staff to maximize student learning in the school setting”. Therefore, our methods are in line with a model that requires all stakeholders to address areas of concern in the curriculum in order for our students to meet academic demands.

9. How did the school structure the interventions?

- Small group instruction in the general education classroom and self-contained classroom rotated every 15-20 minutes in order to address each group. While a group of students met with the teachers, others completed independent practices, completed center activities that reinforced the skills taught and/or used a variety of websites. Specific intervention periods are included on each teacher schedule.*
- Resource room students were presented with intervention lessons for 15-20 minutes of the 90 minute pull-out replacement block. Special education teachers incorporated direct instruction with peer collaborative learning opportunities.*
- Librarian, and aides dedicated 30-45 minutes to work with a small group on outlined strategies and areas of the curriculum where these students needed support. These interventions were recommended and planned with the input of the classroom teachers.*

10. How frequently did students receive instructional interventions?

Instructional interventions were implemented 4 or 5 periods per the 6-day schedule. The schedules of classroom teachers, aides, and specialized staff specifically indicated how frequently these interventions were executed. However, teachers were not limited to the periods listed on their schedules; with approval, other times and resources were allocated for intervention and support for students identified as high risk.

11. What technologies did the school use to support the program?

At our school, learning technology and its implementation has taken a front row seat in educating our students. The staff has committed to improve their knowledge and expertise of all instructional technology available at the school level. This academic year, the committee members served as a model “learning technology team” providing continuous support to our staff through the process of instructional planning, teaching, and through assessment practices. This approach brings together the teachers, librarian, and all faculty members who have used technology successfully in their teaching.

Furthermore, the overall objective of this approach was to keep the areas of “needs improvement” in focus and utilize teachers’ particular expertise in technology. This allowed us to address the goals with the appropriate technology to support our instructional staff; and to help our students succeed in the areas identified in the plan.

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Technologies used throughout the school are described below:

1. Classroom and library computers
2. ENO, SMART, and Epson Boards
3. LeapPads
4. SMART Table
5. LeapPens with leveled books (resource room)
6. Websites and programs-
 - Learnzillion.com Starfall.com
 - Ixl.com Storylineonline.net
 - Iknowthat.org Abcya.com
 - Pbskids.org Pearsonsuccesnet.com
 - Coolmath.com Readwritethink.org
 - Funbrain.com Readworks.org
 - Googlemaps.com Thinkfinity.org
 - Trophies.com Read About
 - Multiplication.com Successmaker

In addition, In February 2015 the district provided our school with 60 lap tops to prepare our students for the PARCC.

12. Did the technology contribute to the success of the program and, if so, how?

The technologies, identified previously, were instrumental in delivering success in the areas of needs and of focus as identified in the plan. Instructional and support staff gave these technologies their appropriate and expected use. Instruments like the SMART boards (Epson and ENO) were used to drive engagement amongst students and to assist as a visual aid during instruction and provide background information. LeapPads and LeapPens allowed teachers to facilitate additional reading opportunities to students in grades k-2. Programs such as Successmaker and Read About were used to reinforce skills in our students in grades 3-4. Lastly, the SMART table is used to address phonics and writing skills with students in grades K-1.

Technology in our school also included the use of websites that would allow our students to gain additional practice and support in areas of need. For example, Learnzillion.com, provided an opportunity for teachers to set up video lessons for students to complete during center time or at home (for those students that have computers); also allowing teachers to monitor the lessons' progress and quizzes that went along. In addition, Learn Zillion's video lessons were used in the classroom to reinforce skills already taught by the classroom teachers during preparation for the PARCC. The lessons chosen met mathematics and language arts standards, as these are aligned to the Common Core Curriculum Standards.

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**Provide a separate response for each question.*

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	17	TBD	<ul style="list-style-type: none"> Intervention activities from STAR. Class/coaching set-up on Khan Academy.org. Videos, guided lessons and practice using learnzillion.com Implementation of new district initiative from the Institute for Learning. After School Program, small group instruction, resource room instruction, CCSS pacing and unit assessments developed by district, librarian providing writing lessons, use of both languages for ELL. School-based supervisors co-teaching and providing feedback through walkthroughs. 	To be determined – waiting for PARCC results
Grade 5	N/A	N/A		
Grade 6	N/A	N/A		
Grade 7	N/A	N/A		
Grade 8	N/A	N/A		

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Grade 11	N/A	N/A		
Grade 12	N/A	N/A		

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	5	TBD	Success Maker, After School Program, small groups with teacher, “business lunch” with principal, use of both languages for instruction, students able to access the math program at home (computer), daily problem solving activities, CCSS pacing and unit assessments developed by district and implementing the constructivist approach.	To be determined – waiting for PARCC results.
Grade 5	N/A	N/A		
Grade 6	N/A	N/A		
Grade 7	N/A	N/A		
Grade 8	N/A	N/A		
Grade 11	N/A	N/A		
Grade 12	N/A	N/A		

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	0	0	<ul style="list-style-type: none"> • Instructional assistant in the Kindergarten class provided small group/individual assistance and computer support. • 90 minutes of literacy plus writing period. • Review of specific data to develop lessons and intervention groups. • Following the district's grade/pacing for the CCSS. • Materials/training/implementation of new district initiatives – Imagine It! Phonics, Writer's Workshop, IFL and Comprehension Club. 	STAR Early Literacy Assessment 18 students at or above benchmark 2 students strategic
Grade 1	4	3	<ul style="list-style-type: none"> • Review of data to develop plans and assessments. • Scheduled 40 minute intervention periods at least 3 times per week as well as 90 minutes of literacy and 45 minutes of writing each day. • Implement Focal Point Strategies. • Follow 6+1 Traits of Writing. • Stress higher order thinking skills • Materials/training/implementation of new district initiatives – Imagine It! 	STAR Assessment Growth from 1st Screening to 3 rd Screening. Median Student Growth Percentile General Education - +53 SGP. Increase of +125 Scaled Score points. ELL - +85 MSG. Increase of +213 Scaled Score points

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			Phonics, Writer's Workshop IFL and Comprehension Club.	
Grade 2	10	7	<ul style="list-style-type: none"> Schedule 90 minutes of literacy and 45 minutes of writing daily. Schedule intervention periods for the week (2-3 periods). Weekly "detective stories" to locate information. Small group, peer support, one-on-one instruction. Address higher order thinking skills. Implement 6+1 Traits of Writing. Materials/training/implementation of new district initiatives – Imagine It! Phonics, Writer's Workshop and IFL 	STAR Assessment Growth from first screening to last screening Median Student Growth Percentile General Education - +64 - an 11 point increase from last year. ELL - +63.5 – a 4 point increase from last year.
Grade 5	N/A	N/A		
Grade 6	N/A	N/A		
Grade 7	N/A	N/A		
Grade 8	N/A	N/A		
Grade 9	N/A	N/A		
Grade 10	N/A	N/A		

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	0	0	<ul style="list-style-type: none"> Implement Conceptual-Based Model Following the pacing developed by district. Use of technology, manipulatives. Constructivist approach. 	Pre-post assessment Average pre-test 33.95 Average post-test 88.58 Average growth 160% No student at-risk

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			<ul style="list-style-type: none"> • Instructional assistant working with small groups and one-on-one. • Walkthroughs and observations with feedback for improvement • Materials/activities provided by site-based supervisor. 	
Grade 1	8	4	<ul style="list-style-type: none"> • Scheduled 90 minutes of daily math instruction and 2 to 4 periods of intervention – small group instruction. • Implemented the new standards. • Walkthroughs and observations with feedback for improvement. • Use of constructivist approach, manipulatives, 15 minute math wall. • Small group, peer support, one-one-one instruction. • Use of website which addresses the CCSS. • Teach specific strategies for problem solving. 	Unit 5 Assessment 66% benchmark 28% strategic 4 students at-risk
Grade 2	10	2	<ul style="list-style-type: none"> • Analyze data to develop plans and assessments. • Follow district developed pacing – CCCS • Address higher order thinking skills. • Schedule 90 minutes of math instruction and 2-3 periods of intervention. • Teach specific strategies and vocabulary for problem solving. • Use of Constructivist Approach, manipulatives and 15 Minute Math Wall. • Use of technology (ENO boards, calculators, websites). 	Unit 5 Assessment 74% benchmark 15 students strategic 2 students at-risk

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

			<ul style="list-style-type: none"> Materials/strategies provided by site-based supervisor 	
Grade 5	N/A	N/A		
Grade 6	N/A	N/A		
Grade 7	N/A	N/A		
Grade 8	N/A	N/A		
Grade 9	N/A	N/A		
Grade 10	N/A	N/A		

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement Implemented in 2014-2015

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)																				
Implement 90 minute literacy block and a 45 minute writing block (daily)	ELA ALL	Yes	Improved scores on state/district assessments. Observation/walkthroughs and lesson plans indicate objective DOL and procedures for a 90 minute period in literacy and a 45 minute block for writing.	<u>2014 ASK scores</u> Grade 3 – 45.9 % Proficient and Advanced Proficient Grade 4 – 59.5 % Proficient and Advanced Proficient 18.5 growth at the 4 th grade level																				
Data-driven Instruction – Analyzing test results, identifying areas of strength and/or weakness.	ELA Teachers Principal	Yes	Test results – Performance Matters, K-2 district unit assessments, story tests, student writing portfolios, STAR Assessment.	Lexile measure – Measures text difficulty, word frequency and sentence lengths. Reading Lexile numbers have been used and will continue to be used to help monitor and improve students reading ability. STAR Reading shown in Lexile Scores and STAR Early Literacy shown in SS. Number of at risk students improved. <table><tr><td></td><td><u>Pre Test</u></td><td><u>Post Test</u></td><td><u>Growth</u></td></tr><tr><td>Kindergarten</td><td>408 SS</td><td>646 SS</td><td>+238 SS</td></tr><tr><td>Grade 1</td><td>597 SS</td><td>742 SS</td><td>+145 SS</td></tr><tr><td>Grade 2</td><td>BR 330 L</td><td>BR 120 L</td><td>+450 L</td></tr><tr><td>Grade 3</td><td>BR 95 L</td><td>BR 355 L</td><td>+450 L</td></tr></table>		<u>Pre Test</u>	<u>Post Test</u>	<u>Growth</u>	Kindergarten	408 SS	646 SS	+238 SS	Grade 1	597 SS	742 SS	+145 SS	Grade 2	BR 330 L	BR 120 L	+450 L	Grade 3	BR 95 L	BR 355 L	+450 L
	<u>Pre Test</u>	<u>Post Test</u>	<u>Growth</u>																					
Kindergarten	408 SS	646 SS	+238 SS																					
Grade 1	597 SS	742 SS	+145 SS																					
Grade 2	BR 330 L	BR 120 L	+450 L																					
Grade 3	BR 95 L	BR 355 L	+450 L																					
Implement R.A.C. in grades 2-4 in answering all open-ended questions. R. – Re-state question A. – Answer all	ELA Teachers Principal	Yes	Test scores Story tests Notes to teachers as students improved. STAR assessment	STAR Reading Student Growth Percentile (median) <u>2015</u> <table><tr><td><u>Grade 2</u></td><td>General Population</td><td>+64</td></tr><tr><td></td><td>ELL</td><td>+61</td></tr><tr><td><u>Grade 3</u></td><td>General Population</td><td>+79</td></tr></table>	<u>Grade 2</u>	General Population	+64		ELL	+61	<u>Grade 3</u>	General Population	+79											
<u>Grade 2</u>	General Population	+64																						
	ELL	+61																						
<u>Grade 3</u>	General Population	+79																						

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1	2	3	4	5
questions C. – Cite				<p>ELL Shows an increase of + 132 Scaled points</p> <ul style="list-style-type: none"> Report unable to generate SGP due to ELL window <p><u>Grade 4</u> General Population +70 ELL +73</p> <p>2014 NJ ASK 3 & 4 Grade 3 School mean 9.4 State mean 9.8 Grade 4 School mean 11.2 State mean 10.2</p>
Utilize the 6+1 Traits of Writing to develop lessons to increase student writing ability and quality.	ELA Principal	Yes	ASK 3-4 Review of writing folders with recommendations.	<p>Monthly review of folders with written recommendations.</p> <p>NJ ASK 3/4 – 2014 – all students Grade 3 School Mean 9.4 State Mean 9.8 Grade 4 School Mean 11.2 State Mean 10.2</p>
Locating information in text using the “detective” approach (grades 2-4).	ELA Teachers Principal	Yes	ASK 3-4 Detective stories Unit assessments (gr. 2)	<p>Unit Assessment – Percent met proficiency</p> <p><u>Language Arts</u> <u>Grade 2 - 68 %</u> <u>Grade 3 – 75%</u> <u>Grade 4 – 83%</u></p> <p>2 at risk students in fourth grade, 6 strategic</p>
Schedule and implement 2 to 4 periods of Power Literacy per week.	ELA Teachers Principal	Yes	Schedule Data binder Intervention Plans	<p>L.A. Unit 3 Benchmark Assessment</p> <p>Kindergarten 81% met proficiency Grade 1 88% met proficiency Grade 2 83% met proficiency</p> <p>2014 ASK Grade 3 & 4 - Gr. 3 45.9%, Gr. 4 59.5%</p>
Summarize major points	ELA All	Yes	Observations, walkthroughs, review of writing folders, scores on district unit assessments, ASK gr. 3 & 4	<p><u>Writing</u> NJ ASK 2014 – Grade 3 – General Ed. and ELL</p>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1	2	3	4	5
				School Mean 9.3 District Mean 8.5 State Mean 10.1 Grade 4 - School Mean 11.2 State Mean 10.2 <u>Reading</u> 2014 NJ ASK Grade 3 & 4 Gr. 3 – School – 13.2, State – 15.8 Gr. 4 – School – 10.7 State – 10.5
Math Success Maker	Math Grade 3 & 4	Yes	Reports generated by software detailing student growth by school, class and student.	NJASK -- 2014 Grade 3 – 81.2% Grade 4 – 88.1% 2015 Grade 3 & 4 Gr. 3 – TBD – by PARCC Gr. 4 – TBD – by PARCC
Initial implementation of Writers' Workshop (2014-15 school year) Grade 2	Writing – gr. 3	Yes	Review of writing folders. Walkthroughs Unit assessments Answering open ended questions.	Review of folders Observations Increase scores based on rubric Grade 4 ASK School 10.7 State 10.5
Initial implementation (2014-15) of IFL units	ELA	Yes Additional training by district required	Observation, walkthroughs	NJASK scores 2014 Gr. 3 – 45.9% Gr. 4 – 59.5%
Explicit instruction in problem solving using 4 Square Math Method and strategies such as drawing pictures, finding patterns, working	1-4 Math	Yes	Observation ASK 3-4 Walkthroughs Material set-up Performance Assessment test	Math – Unit 5 assessments Kindergarten –85% <u>Unit 5</u>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1	2	3	4	5
backwards.			Math Topic Test	<u>3rd Grade</u> 74% on Benchmark 5 students at risk 17 Students Strategic Includes all subgroups <u>4th Grade</u> 96% on Benchmark 0 at risk 2 students strategic , 4 %
Manipulative/hands-on activities (Constructivist Approach).	K-4	Yes	Observation Walkthroughs Material set-up District assessments	STAR Math – Student Growth Percentile - 2015 Gr. 2 General Population. +61 Bilingual +54 Gr. 3 General Population +87 Bilingual +70 Gr. 4 General Population +80 Bilingual +82 SPED – gr. 1 – Resource room +99 gr. 2– Resource room +99 gr. 3- Self-contained +99 gr. 3– Resource room +87 gr. 4– Resource room +99
15 Minute Math Wall (SFA Foundation)	Math K-2	Yes	Observation Walkthroughs Material set-up	Unit 5 – Math Assessment At risk students K- 0 of 20 Gr. 1– 4 of 68 Gr. 2 – 2 of 66

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1	2	3	4	5
Schedule 40 minutes intervention at least 3 times per week.	K-4 Math	Yes	Schedule Observation/walkthroughs Review of work completed Data binder State and district assessments.	<p>STAR Math – Scaled Score</p> <p><u>Gr. 1</u> – Our first graders’ growth exceeds the growth of 52 % of students nationwide in the same grade. General Population – Increase + 120 SS Bilingual - Increase +147 SS</p> <p><u>Gr. 2</u> – Our second graders’ growth exceeds the growth of 61% of students nationwide in the same grade. General Population - 61% SGP, Increase of + 116 SS Bilingual - 54% SGP , Increase of +115 SS</p> <p><u>Gr. 3 -</u> – Our third graders’ growth exceeds the growth of 88% of students nationwide in the same grade. General Population - 87 % SGP, Increase of +148 SS Bilingual - 70 % SGP. Increase of + 154 SS</p> <p><u>Grade 4 -</u> – Our fourth graders’ growth exceeds the growth of 80% of students nationwide in the same grade. General Population - 73 % SGP, Increase of +106 SS Bilingual - 80 % SGP, Increase of +121 SS</p>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA/Math	Students gr. 3-4	1 hour after school program to address PARCC skills	Yes	Improved PARCC scores	95% Attendance TBD - PARCC
ELA/Math	Students gr. 3-4	½ hour morning program – March, April and 1 st week in May – total 30 hours	Yes	Improved PARCC scores	TBD - PARCC
ELA	Students grades 1 & 2	CEIS after school program	Yes	<ul style="list-style-type: none"> Less students referred to Child Study Team Minimal number of retentions Pre-post assessments 	<ul style="list-style-type: none"> 52 students participating One student referred to CST One student will be retained Pre-post test growth STAR – Scaled score growth Grade 1 range from +67 points to +420 points Grade 2 – Range from +43 points to +332 points
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA/Math	Economically Disadvantaged	See above	Yes	See above	See above

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development Implemented in 2014-2015

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Using Scores of STAR Renaissance Assessment Review <ul style="list-style-type: none"> - Intervention - Differentiated 	Mathematics / Language Arts K-4	Yes	Teacher evaluation, observation, improved scores on test. Data binder	Evaluation by teacher, observation, record of center and small group instruction. Student Growth Percentile shows significant improvement from September to June. STAR Reading – Median Student Growth Percentile <u>Grade 1</u> General Population + 53 ELL + 85 Resource room + 96 <u>Grade 2</u> General Population +64 ELL +67 Resource Room +88 <u>Grade 3</u> General Population +79 ELL +41 Resource room +61 <u>Grade 4</u> General Population +70 ELL +73 Resource room Increased + 51 SS

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1	2	3	4	5
Math Problem Solving Workshop - Provide math strategies to support staff and help new teachers in the proper implementation of the new math pacing and CCSS.	Mathematics K-4	Yes	Walk- throughs and teacher observations. Teacher observation and math scores improved.	<p>STAR Math</p> <p>Gr. 1 - General Ed.-2 Bilingual- 0 SpEd.- 0</p> <p>Gr. 2 – General Ed.-3 Bilingual- 2 SpEd.- 0</p> <p>NJASK</p> <p>Gr. 3- 41.2% Proficient +40% Advanced proficient = 81.2%</p> <p>Gr. 4- 28.6% Proficient +59.5% Advanced proficient = 88.1%</p>
<p>Inference – provide intensive systematic instruction on up to 3 foundational reading skills such as questioning, visualization and cause and effect.</p> <p>Use of Science to Infer</p>	Language Arts / Science	Yes	<p>Lesson Plans, Observation, walk throughs, Story test improvement</p> <p>Science reports</p>	<p>NJASK results</p> <p>L. A. – Gr.3 - 45.9% Proficient</p> <p>Gr.4 – 59.5% Proficient and Advanced proficient</p> <p>Science Gr. 4 - 90.5% Proficient</p>
Effective Lesson Objectives Demonstration of learning (DOL's) &	Mathematics / Language Arts K-4	Yes	Walk-throughs, Observations, and teacher evaluation.	More than 75 walk throughs completed by principal and school based supervisors. Walkthroughs addressed these areas. Three observations were completed for each staff member.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1	2	3	4	5
Multiple Response Strategies				<div>STAR Math Scores</div> <div><div>Grade 2</div><div><div>Urgent</div><div><div>Inter.</div><div>Inter.</div><div>On Watch</div><div>TOTAL</div></div></div><div><div>Pre test</div><div>9</div><div>23</div><div>11</div><div>43</div></div><div><div>Post test</div><div>5</div><div>14</div><div>14</div><div>33</div></div></div> <div><div>Grade 1</div><div><div>Pre test</div><div>7</div><div>12</div><div>10</div><div>29</div></div><div><div>Post test</div><div>2</div><div>10</div><div>12</div><div>24</div></div></div>
Working with text Underlining Looking for clues,	Language Arts 2-4	Yes	Lesson Plans, Observation, walk throughs, Story test	<div>Teacher implemented questioning during reading comprehension. Improvement in overall test scores in reading.</div> <div>Improved scores on story test, detective test and STAR Assessments.</div> <div>STAR Assessment</div> <div>Gr. 4 – Regular 79 % & ELL - 67% at/above proficiency</div> <div>2014 NJASK 3-4</div> <div>Gr. 3 Regular – 47.1% Prof. ELL – 46.7% Prof.</div> <div>Gr. 4 Regular – 75% Prof. ELL – 63.6% Prof.</div>
Writing in Lower Grades 6 +1 Writing Traits	Language Arts K-2	Yes	Lesson Plans, Observation, walk throughs, Story test Review of writing folders	<div>Writing grades improved. Students did better on Unit assessments.</div> <div>Unit 1 vs. Unit 5 assessments</div> <div>Reading</div> <div><div><div>Unit 1</div><div>Unit 5</div></div><div><div>K -</div><div>2 at risk</div><div>1 at risk</div></div><div><div>Gr. 1 -</div><div>17 at risk</div><div>5 at risk</div></div></div>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1	2	3	4	5									
				Gr. 2 – 12 at risk 7 at risk Gr. 3 – 19 at risk 11 at risk *Includes Bilingual/General Ed./Special Ed.									
Reading - Strategy – word study aimed at remediating deficits in phonological processing, developing sight word reading skills. Opinion and summary, skills were addressed.	Language Arts	Yes	Lesson Plans, Observation, walk throughs, Story test improvement Unit assessments STAR assessments	Teacher implemented questioning during reading comprehension of Fiction and Non-Fiction. Observed in teaching practices. 2014 ASK <u>Reading</u> <table><tr><td></td><td><u>School Mean</u></td><td><u>State Mean</u></td></tr><tr><td>Grade 3</td><td>10.3</td><td>10.0</td></tr><tr><td>Grade 4</td><td>11.8</td><td>11.5</td></tr></table> Regular and ELL students Grade 4 – 2014 NJASK- 59.5 Grade 3 – 2014 NJASK 45.9		<u>School Mean</u>	<u>State Mean</u>	Grade 3	10.3	10.0	Grade 4	11.8	11.5
	<u>School Mean</u>	<u>State Mean</u>											
Grade 3	10.3	10.0											
Grade 4	11.8	11.5											

Family and Community Engagement Implemented in 2014-2015

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

“Homework Team” – Parents receive a contract indicating the required weekly homework. Parent will receive calls/notes for students failing to complete assignments. In severe cases, the student will remain with the principal from 3:00-3:30pm.	Literacy and Math	Yes	Signed homework planners, improvement in student homework grades, improved student test data (weekly/monthly assessments). Forms to be developed and submitted to principal for review on a monthly basis. Continue to provide extra credit for assignments completed.	Teachers indicate that over 90% of our students are completing their assigned homework. School Culture and Climate Survey – 92% of the parents surveyed expressed that their children are held accountable for their classroom and homework.
Activities Newsletter provides parents with simple activities to do at home to support mathematics, literacy	Literacy and Math K-4	Yes	Newsletter sent home, questionnaire to parents on usage of activities. Improve scores on assessments. As in 2011-2012 we will use the district’s Culture and Climate Survey.	MATH - STAR Assessment – Student Proficiency (includes all sub groups) Gr. 1- 88% Gr. 2 – 63% Gr. 3 – 80% Gr. 4 – 86% ASK 3-4 L.A. – Gr. 3 – 45.9%, Math – Gr. 3 – 81.2% L.A.- Gr. 4 – 59.5%, Math – Gr. 4 – 88.1%
Parent Volunteers (field trip chaperones, parties, guest readers).	All areas K-4	Yes	Sign-in sheets, pictures, other documentation.	Saturday field trip to Liberty Science Center ASK science scores 2014- 90.5% proficient Includes all sub groups.
Recruit parents to assist in the playground before and after school.	School safety K-4	Yes	Number of parents assisting (observed by principal) – parents will sign-up to assist. Parental request based on survey conducted.	No incidents in the playground One of our parents was hired as a crossing guard.
Provide parents with health information in	Health K-4	Yes	Increased attendance.	Attendance 97 %. (ADA) – to May 2015

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

writing at least every 2 months.			Goal: ADA of 96% or better																	
Empower parents with pertinent information – provide outline of what is learned at each grade by subject.	All areas K-4	Yes	Increased student achievement. Increased scores on formative and summative assessments.	<ul style="list-style-type: none">Material distributed beginning of the year. <p>Math District Unit 5 Assessment CCSS</p> <table><thead><tr><th></th><th><u>Benchmark</u></th><th><u>Strategic</u></th><th><u>At-risk</u></th></tr></thead><tbody><tr><td>Kdg.</td><td>17</td><td>3</td><td>0</td></tr><tr><td>Gr. 1</td><td>60</td><td>12</td><td>4</td></tr><tr><td>Gr. 2*</td><td>49</td><td>15</td><td>2</td></tr></tbody></table> <p><u>Gr. 3 ASK</u> – L.A. – 45.9% Math – 81.2% <u>Gr. 4 ASK</u> – L. A. – 59.5% Math – 88.1% Science – 90.5%</p> <p>*all students except ELL who scored below 3.5 ACCESS</p>		<u>Benchmark</u>	<u>Strategic</u>	<u>At-risk</u>	Kdg.	17	3	0	Gr. 1*	60	12	4	Gr. 2*	49	15	2
	<u>Benchmark</u>	<u>Strategic</u>	<u>At-risk</u>																	
Kdg.	17	3	0																	
Gr. 1*	60	12	4																	
Gr. 2*	49	15	2																	

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Lourdes Rodriguez
Principal's Name (Print)

Principal's Signature

6/12/15
Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	ASK 3-4 STAR Assessment Unit assessments	STAR Reading/EL Assessment – Growth in Scaled Scores 2014-2015 <u>2015</u> <u>General Education</u> Kindergarten Increase of +210 SS 1 st Grade Increase of +125 SS 2 nd Grade Increase of +132 SS 3 rd Grade Increase of +177 SS 4 th Grade Increase of +158 SS <u>ELL</u> 1 st Grade Increase of + 213 SS 2 nd Grade Increase of +116 SS 3 rd Grade Increase of +142 SS 4 th Grade Increase of +222 SS <u>SPED</u> 1 st Grade Increase of +320 SS 2 nd Grade Increase of +152 SS 3 rd Grade Increase of +134 SS 4 th Grade Increase of +211 SS

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)																																													
		<p>Lexile measure – Measures text difficulty, word frequency and sentence lengths. Reading Lexile numbers have been used and will continue to be used to help monitor and improve students reading ability.</p> <p>STAR Reading shown in Lexile Scores and STAR Early Literacy shown in SS.</p> <p>Number of at risk students improved.</p> <table><tr><td></td><td>Pre Test</td><td>Post Test</td><td>Growth</td></tr><tr><td>Kindergarten</td><td>408 SS</td><td>646 SS</td><td>+238 SS</td></tr><tr><td>Grade 1</td><td>597 SS</td><td>742 SS</td><td>+145 SS</td></tr><tr><td>Grade 2</td><td>BR 330 L</td><td>BR 120 L</td><td>+450 L</td></tr><tr><td>Grade 3</td><td>BR 95 L</td><td>BR 355 L</td><td>+ 450 L</td></tr></table>		Pre Test	Post Test	Growth	Kindergarten	408 SS	646 SS	+238 SS	Grade 1	597 SS	742 SS	+145 SS	Grade 2	BR 330 L	BR 120 L	+450 L	Grade 3	BR 95 L	BR 355 L	+ 450 L																									
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Academic Achievement - Writing		<p>ASK 2014</p> <p><u>Informative/Explanatory</u></p> <table><tr><td></td><td colspan="2"><u>Grade 3</u></td><td colspan="2"><u>Grade 4</u></td></tr><tr><td></td><td>School Mean</td><td>State Mean</td><td>School Mean</td><td>State Mean</td></tr><tr><td>General Ed.</td><td>4.9</td><td>5.2</td><td>5.3</td><td>4.9</td></tr><tr><td>ELL</td><td>4.7</td><td>4.3</td><td>4.6</td><td>4.2</td></tr><tr><td>Special Ed.</td><td>2.2</td><td>3.9</td><td>3.5</td><td>3.8</td></tr><tr><td colspan="5">Narrative</td></tr><tr><td>General Ed.</td><td>4.9</td><td>5.4</td><td>6.2</td><td>6.1</td></tr><tr><td>ELL</td><td>4.2</td><td>4.6</td><td>6.3</td><td>5.1</td></tr><tr><td>Special Ed.</td><td>4.0</td><td>4.2</td><td>4.8</td><td>4.7</td></tr></table>		<u>Grade 3</u>		<u>Grade 4</u>			School Mean	State Mean	School Mean	State Mean	General Ed.	4.9	5.2	5.3	4.9	ELL	4.7	4.3	4.6	4.2	Special Ed.	2.2	3.9	3.5	3.8	Narrative					General Ed.	4.9	5.4	6.2	6.1	ELL	4.2	4.6	6.3	5.1	Special Ed.	4.0	4.2	4.8	4.7
	<u>Grade 3</u>		<u>Grade 4</u>																																												
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Special Ed.	4.0	4.2	4.8	4.7																																											
Academic Achievement - Mathematics	ASK 3-4 District End of the Year Unit assessment – grades K-2 STAR Assessment – grades 1 & 2	STAR Math Assessment – Growth in Scaled Scores 2014-2015 <u>General Education</u>																																													

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		<p><u>2015</u></p> <p>1st Grade Increase of +125 SS</p> <p>2nd Grade Increase of +116 SS</p> <p>3rd Grade Increase of +148 SS</p> <p>4th Grade Increase of +109 SS</p> <p><u>ELL</u></p> <p>1st Grade Increase of +213 SS</p> <p>2nd Grade Increase of +115 SS</p> <p>3rd Grade Increase of +154 SS</p> <p>4th Grade Increase of +182 SS</p> <p><u>SPED</u></p> <p>1st Grade Increase of +320 SS</p> <p>2nd Grade Increase of +316 SS</p> <p>3rd Grade Increase of +179 SS</p> <p>4th Grade Increase of +211 SS</p>
Family and Community Engagement	Sign-in sheets, copies of agendas, copies of material distributed.	<p>Our parent attendance during Report Card Night for each marking period:</p> <p>September 2014 – 234 parents</p> <p>November 2014 – 254 parents</p> <p>February 2015 – 286 parents</p> <p>April 2015 - 304 parents</p> <p>During our assembly programs (by class) we have an average of 10 to 15 parents in attendance.</p> <p>Workshops and HSC meetings average 15 to 20 parents.</p>

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Professional Development	STAR Renaissance ASK Professional development evaluations Observations Walkthroughs	<p>Our Professional Development consists of Principal, School Based Supervisors, Library Media specialist, Special Education teacher and 2 classroom teachers. Principal has observed the many strategies being implemented during walkthroughs and observations.</p> <p>STAR Assessment – Proficient students</p> <p>Math – Gr. 3 – 80% Literacy – 55%</p> <p>Math – Gr. 4 – 98% Literacy – 74%</p> <p>Grade 3 – 2014 ASK scores – L.A. 45.9% Math – 81.2%</p> <p>Grade 4 – 2014 ASK scores - L.A. 59.5% Math – 88.1%</p>
Leadership	Record of Meetings Copies of observations, walkthroughs and summative evaluations.	<p>The SciP team consists of the principal and 2 teachers. Student learning is at the center of all decisions made by the team through consensus. Budgetary decisions are made in collaboration with all staff members and parents based on inventory, projected enrollment, academic needs and district initiatives.</p> <p>All staff was observed a minimum of 3 times following the new evaluation rubric. Walkthroughs were conducted at least 3 times for each staff member. Principal and site based supervisor calibrated some observations. Summative evaluations have been completed and we do not have any teacher on CAP for the next school year. A teacher has been selected to participate in the district’s program Aspiring Leaders. Our bilingual site-based supervisor was promoted to vice-principal of a K-8 school.</p>
School Climate and Culture	District School Culture and Climate Survey	<p>Completed last year.</p> <p><u>Teacher and School</u></p> <p>100% of our staff said they were proud to work in this school.</p> <p>91% of our teachers feel safe working in this school.</p> <p>87% of our staff feels that rules and atmosphere are consistent in our school.</p>

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		<p><u>Students and School</u></p> <p>97% of our students surveyed expressed that their teachers expect high levels of academic performance and discipline.</p> <p>91% of the students surveyed expressed that they feel their teachers demonstrate caring for them on a daily basis.</p> <p><u>Parents and School</u></p> <p>92% of our parents surveyed expressed that their children feel safe in our school.</p> <p>92% of the parents surveyed expressed that their children feel welcome in our school.</p>
School-Based Youth Services	N/A	
Homeless Students	N/A	
Migrant Students	N/A	
Economically Disadvantaged	ASK 3-4, Unit assessments, STAR Renaissance	<p>Based on lunch applications, we have 28 students (8%) who are not E.D. However, our school is under a grant – Community Eligibility Provision - and all students receive free breakfast and lunch.</p> <p>Therefore, all measurable results in this plan as well as targets for next year incorporate all economically disadvantaged students</p>

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

Planning and organizing information, data collection, coding and summarizing the needs assessment results and sharing the results to find trends to identify problems.

2. What process did the school use to collect and compile data for student subgroups?

Math and literacy unit assessments, as well as topic and story tests were administered. Math and literacy unit results for K-4th grade were recorded using Performance Matters. Our students are also assessed with the renaissance STAR Program. It provided information by subgroups as to achievement of grade level skills. It identified students in need of urgent remediation as well as benchmark pupils. All assessments are reviewed by the teachers and principal in order to identify strengths and challenges. Analyzed data drives differentiated planning, instruction and appropriate intervention for students at-risk.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

The conditions of the assessments given were consistent. Data is collected through the use of various tools. Summative and formative assessments, informal observations/discussions, journals and teacher diagnostic analysis. State assessments and district unit assessments are aligned to the standards.

4. What did the data analysis reveal regarding classroom instruction?

The data disseminated over the 2014-2015 school year has revealed that our students continue to demonstrate the positive effects of the intervention plans that have been implemented in our school. The following information addresses areas to be targeted next year based on STAR assessments. Based on STAR, 2nd and 3rd grades will be target grades. Second grade demonstrated the lowest scores in literacy and math, therefore, next year, 3rd graders will require strong intervention. Standards to be addressed:

Reading – 2nd grade

- *CCSS.ELA – Literacy.R1.s.1 – Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. **58% of 2nd graders did not meet this standard.***

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

- CCSS.ELA.R1.2.2 – Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. **57% of 2nd graders did not meet this standard.**

Reading – 3rd Grade

- CCSS.ELA – Literacy.RL.3.6 – Distinguish their own point of view from that of the narrator or those of the characters. **49% of third graders did not meet this standard.**

3rd Grade STAR Math

- CCSS Math Content 3.OA.A – Represent and solve problems involving multiplication and division. **49% of third graders did not meet this standard.**

2nd Grade STAR Math

- CCSS.Math.Content.2.OA.A – Represent and solve problems involving addition and subtraction. **85% of second graders did not meet this standard or scored below grade level.**

2nd Grade Math

- CCSS.Math.Content.2.MD.C – Work with time and money. **82% of second graders did not meet this standard or scored below grade level.**
- CCSS.Math.Content.2.G.A – Reason with shapes and their attributes. **73% of second graders did not meet this standard or scored below grade level.**

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

As a result of careful analysis of multiple measures we will continue to:

- *Provide training in 6+1 Traits of Writing as well as research different strategies.*
- *Strengthen use of data/reports/intervention Renaissance STAR.*
- *Address problem solving at all grade levels although improvement has been noted. We will implement new district math initiative – Conceptual Based Model.*
- *Reinforce strategies addressed in locating information at the 3rd & 4th grade levels. ASK 3 scores indicated low scores in this area.*
- *Based on initial assessments this year as well as state tests, analyzing informational text continues to be challenging for our 2nd to 4th grade students. – CCCS*

Our professional development consisted of:

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

- *Turn-key training by school-based supervisors, librarian, teachers and principal on research-based strategies in the areas of literacy and math.*
- *Grade level meetings and faculty meetings.*
- *Full day and half day in-service trainings (days shared with district).*
- *Job-embedded professional development utilizing school-based supervisors, principal and teachers.*

6. How does the school identify educationally at-risk students in a timely manner?

At the end of the previous school year, state and district data is reviewed. In September, we see if students tagged at-risk are still in our school. New students are tested to determine proficiency in reading and mathematics. After each marking period, after district unit tests and STAR assessments, teachers and principals review scores in order to identify students at-risk.

7. How does the school provide effective interventions to educationally at-risk students?

Due to monetary constraints, our school has lost its academic support staff. At risk students in grades 3 and 4 were serviced by the librarian in writing, the ESL teacher for bilingual students, and the principal teaches mathematics to 4th graders during lunch periods. Teachers' schedules indicate 4 periods a week of small group/tiered differentiation.

8. How does the school address the needs of migrant students?

N/A

9. How does the school address the needs of homeless students?

N/A

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

The following are the protocols utilized in the process of the academic assessment reviews and the adjustment of instruction.

- *Grade level meetings – All grade levels discussed specific needs and brainstormed strategies in order for each grade level to address the challenges.*
- *In-service Days – Professional development was provided based on assessment results ranging from the development of literacy and math strategies to 6+1 Traits of Writing and the implementation of the new standards, new teacher evaluation system and SGO. District provided training on Writers' Workshop, Imagine It! (phonics) and IFL Unit 3 & 4 for literacy.*

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

We have one Kindergarten class in the school. The classroom teacher, along with the instructional assistant, reviewed student folders that were sent from the preschools. The folders contained the Development and Learning Report (academic and affective domain) as well as family conferences reports.

The Transition plan for students in Kindergarten who enter from preschool is as follows:

- *Orientation meeting with parents. Principal and teacher discuss the changes from Pre-Kindergarten to Kindergarten, as well as receive information from parents.*
- *Informal conversations between the Kindergarten teacher and the preschool teachers and the principal and director were conducted.*
- *Continue to review/analyze transition folders.*
- *Questionnaire completed by Kindergarten teacher with suggestions for next year and sent to Department of Early Childhood.*
- *Meetings with master teachers from the Dept. of Early Childhood regarding the academic rigor of the pre-K program.*
- *Kindergarten teacher visited/observed pre-K classes and a pre-K teacher came to observe the Kindergarten class.*

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

During grade level meetings and faculty meetings of May and June 2015 staff reviewed assessments completed during the year. The priority problems were selected based on:

- *Data meetings throughout the year.*
- *Teacher observations/knowledge of their students' strengths and challenges.*
- *Grade level meetings in May and June of 2015 to review assessments completed during the year.*

On September 1, 2015 we will review the PARCC results and make any necessary adjustments to our plan.

***Provide a separate response for each question.**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Reading Informational Text – Analyzing text, Inferences, compare/contrast, cause/effect.	Writing: Opening/Conclusion – Organizational Skills – Writing answers to open-ended questions, opinions, narratives.
Describe the priority problem using at least two data sources	Need to improve test scores – NJ ASK, STAR Renaissance, Open Court, Story tests, unit assessments and PARCC results.	Need to improve test scores – NJ ASK, STAR Renaissance, unit assessments.
Describe the root causes of the problem	Students lack the ability and mastery to make appropriate connections to their reading. It becomes difficult to inference on open-ended questions in the NJASK. Students can benefit from instructional strategies that can help them organize and synthesize their ideas and those presented in the text. The new CCSS are centered on informational text. Emphasis on students being able to reference the text in order to explain, discuss and support their ideas with evidence.	Students present a deficiency in organizational skills during writing as well as the incorporation of powerful openings and conclusions. Most students have poor vocabulary and their background knowledge is sometimes limited. Our students have limited exposure to a rich print environment at home, therefore these opportunities to enhance vocabulary and writing ability become classroom reliant. Approximately 80% of our students come from homes where Spanish is the primary language.
Subgroups or populations addressed	All students	All students
Related content area missed (i.e., ELA, Mathematics)	Language Arts/social studies/science	Language Arts/social studies/science
Name of scientifically research based intervention to address priority problems	<p>Graphic Organizers provide a platform for organizing thoughts with textual references in order to provide a comprehensive opinion. The Center on Instruction recommends the use of the “It say, I say, and so” graphic organizer developed by Kylene Beers (2003).</p> <p>IES (What Works Clearinghouse) supports the “Show But Don’t Tell” strategy to build knowledge on making inferences.</p>	<p>IES (What Works Clearinghouse) supports the use of text emulation (imitation). In the guide “Teaching Elementary Students to be Effective Writers”; text emulation is used as a strategy to support and enhance students writing skills.</p> <p>The Center on Instruction recommends the use of “mnemonics” for organizational skills in writing. POW+TREE is a strategy that focuses on the organization of a written piece.</p> <ul style="list-style-type: none"> Summarization

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

	<p>Implement an inference rubric. Scientific method – review evidence to make inferences. Venn Diagrams for learning differences between predictions and inferences.</p> <ul style="list-style-type: none"> • Key Concept Synthesis (GCSD) ideas into personal words and make connection among important ideas. • Sociograms (GCSD) – Relationship Among Characters. 	<ul style="list-style-type: none"> • Use key words in the question to write a topic sentence. • Underline key details to support answer. • Concluding sentence (summary of main idea, relevant text to self, text to text or text to word connection).
How does the intervention align with the Common Core State Standards?	<p>This approach meets the following common core standards: 3.RL.1; 3.RI.6; 4 RL.1; 4RL.6; 3.RI.1; 3.RI.6; 4RI.1; 4.RI.6.</p>	<p>These strategies are aligned to the following common core standards: 3.W.1a; 3.W.1d; 3.W.4; 4.W.1a; 4.W.1d; 4.W.4.</p>

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Problem/task solving.	
Describe the priority problem using at least two data sources	PARCC, Topic Assessments, Renaissance STAR. Unit assessments, and new standards.	
Describe the root causes of the problem	This area of mathematics presents a challenge for our students. Students show limited knowledge and mastery of proper problem solving skills. They rely on the numeric information provided in problems and often misinterpret the written process or information presented (1-3 step problem). Need to address higher order thinking skills such as application and evaluation.	
Subgroups or populations addressed	All students	
Related content area missed (i.e., ELA, Mathematics)	Mathematics	
Name of scientifically research based intervention to address priority problems	What Works Clearing house and The Center on Instruction both suggest that students should learn a system or steps that take written information and create an imagery for the answering process. Strategies include: Look for Pattern, Make an Organized List, Make a Table, Drawn a Diagram, Acting Out, Guess and Check, Work backwards New district initiative – Conceptual Based Model. Problems are addressed by: Setting up a task, Explore Phase, Small Group Problem Solving, and Share/Discuss and Analyze/Whole Group.	

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How does the intervention align with the Common Core State Standards?	These strategies are aligned to the common core Standards in the following areas; and to the 8 Standards for Mathematical Practice. 3.0A.8; 3.MD.8; 4.0A.3; 4.MD.2	
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SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	K-4	Direct Explicit comprehension instruction Pre-reading/prediction/visual clues	Principal Teachers Librarian Instructional Aides	Improved scores on: Story Tests, Renaissance STAR, District's Unit Tests, PARCC. Observation of students as they use a variety of strategies. Observe staff as they teach strategies.	IES – Organizing instruction and Study to Improve Student Learning.
ELA	All	Making connections to personal experiences or knowledge	Principal Teachers Librarian Instructional Aides	Improved scores on: Story Tests, Renaissance STAR, District's Unit Tests, PARCC. Observation of students	IES – Using Student Achievement Data to Support Instructional Decision Making.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				as they use a variety of strategies. Observe staff as they teach strategies.	
ELA	K-4	Questioning- – list of specific questions provided to be used with fiction/non-fiction – literal and interpretative readings.	Principal Teachers Librarian Instructional Aides	Improved scores on: Story Tests, Renaissance STAR, District’s Unit Tests, PARCC. Observation of students as they use a variety of strategies. Observe staff as they teach strategies.	IES – Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades.
ELA	K-4	Supporting details – focus on details which contribute to character and plot development	Principal Teachers Librarian Instructional Aides	Improved scores on: Story Tests, Renaissance STAR, District’s Unit Tests, PARCC.	IES – Improving Reading Comprehension in Kindergarten through 3 rd grade.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				Observation of students as they use a variety of strategies. Observe staff as they teach strategies.	
ELA	Grades 1-4	Summarize major points Fiction and informational text	Principal Teachers Librarian Instructional Aides	Improved scores on: Story Tests, Renaissance STAR, District's Unit Tests, PARCC. Observation of students as they use a variety of strategies. Observe staff as they teach strategies.	IES – Assessing Reading Across the Curriculum Interventions. Retrieved August 13, 2008 from http://ies.ed.gov/ncee/ediabs.regions/southeast/pdf/REL2007003.pdf . Torgesen, J.K., Houston, D.D., Rissman, L.M., Decker, S.M., Roberts, G., Vaughn, S., Wexler, J. Francis, D.J., Rivera, M.O., Lesauz, N. (2007). Academic literacy instruction for adolescents; A guidance document from the Center on Instruction. Portsmouth, NH: RMC Research Corporation, Center on Instruction. GCSD research.
ELA	Grades 1-4	Use information from text to identify unknown words.	Principal Teachers Librarian Instructional Aides	Improved scores on: Story Tests, Renaissance STAR,	IES – Corrective Reading-decoding/fluency and comprehension – July, 2001.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				District's Unit Tests, PARCC. Observation of students as they use a variety of strategies. Observe staff as they teach strategies.	
ELA	ALL	Reading at student's instructional level for remediation.	Principal Teachers Librarian Instructional Aides	Improved scores on: Story Tests, Renaissance STAR, District's Unit Tests, PARCC. Observation of students as they use a variety of strategies. Observe staff as they teach strategies.	Effective Literacy and English Language Instruction for English Learners in the Elementary Grades. http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=6 IES – Organizing Instruction and Study to Improve Student Learning.
ELA	ALL	Partner Reading	Principal Teachers Librarian	Improved scores on: Story Tests,	Peer Assisted Learning Strategies: http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=366

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Instructional Aides	Renaissance STAR, District's Unit Tests, PARCC. Observation of students as they use a variety of strategies. Observe staff as they teach strategies.	
ELA	All	Story Mapping and Venn diagrams.	Principal Teachers Librarian Instructional Aides	Improved scores on: Story Tests, Renaissance STAR, District's Unit Tests, PARCC Observation of students as they use a variety of strategies. Observe staff as they teach strategies.	Improving Reading Comprehension in Kindergarten Through 3 rd Grade http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ALL	Students read passages and questions. They go back into story to find the evidence in order to choose the right answer. Locating information in text using “annolighting a text” approach. Weekly reading sent to principal and supervisor for review.	Principal Teachers Librarian Instructional Aides	Improved scores on: Story Tests, Renaissance STAR, District’s Unit Tests, PARCC. Observation of students as they use a variety of strategies. Observe staff as they teach strategies.	Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades.
ELA	ALL	“Show But Don’t Tell”	Principal Teachers Librarian Instructional Aides	Improved scores on: Story Tests, Renaissance STAR, District’s Unit Tests, PARCC. Observation of students as they use a variety of strategies.	Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				Observe staff as they teach strategies.	
ELA	All	Open-ended questions R.-re-state question A. answer (underline, page, paragraph #) C. cite from text (quote)	Principal Teachers Librarian Instructional Aides	Improved scores on: Story Tests, Renaissance STAR, District's Unit Tests, PARCC. Observation of students as they use a variety of strategies. Observe staff as they teach strategies.	IES -Improving Reading Comprehension in Kindergarten Through 3 rd Grade http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14
ELA	ALL	Dense questioning Text to text Text to self Text to world connections	Principal Teachers Librarian Instructional Aides	Improved scores on: Story Tests, Renaissance STAR, District's Unit Tests, PARCC. Observation	Effective Literacy and English Language Instruction for English Learners in the Elementary Grades http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=363

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				of students as they use a variety of strategies. Observe staff as they teach strategies.	
ELA	ALL	Reciprocal Teaching, Predicting, questioning, clarifying, summarizing collaboratively.	Principal Teachers Librarian Instructional Aides	Improved scores on: Story Tests, Renaissance STAR, District's Unit Tests, PARCC. Observation of students as they use a variety of strategies. Observe staff as they teach strategies.	Reciprocal Teaching http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=434
ELA	ALL	Question-answer Relationship. Find "right there", "think and search", "author and you" and "on my own" questions from	Principal Teachers Librarian Instructional Aides	Improved scores on: Story Tests, Renaissance STAR,	IES – Organizing Instruction and Study to Improve Student Learning. http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=1 IES -Peer tutoring and response groups http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=363

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		text.		District's Unit Tests, NJ ASK. Observation of students as they use a variety of strategies. Observe staff as they teach strategies.	
ELA	ALL	Implement 90 minute literacy block and a 45 minute writing block (daily).	Principal Teachers Librarian Instructional Aides	Improved scores on: Story Tests, Renaissance STAR, District's Unit Tests, NJ ASK. Observation of students as they use a variety of strategies. Observe staff as they teach strategies.	Effective Literacy and English Language Instruction for English Learners in the Elementary Grades http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=6 IES – Organizing Instruction and Study to Improve Student Learning.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA/Math	ALL	Data-Driven instruction – analyzing test results, identifying areas of strength and/or weakness. (Grade level meetings)	Principal Teachers Librarian Instructional Aides	Improved scores on: Story Tests, Renaissance STAR, District's Unit Tests, NJ ASK. Observation of students as they use a variety of strategies. Observe staff as they teach strategies.	IES – Using Student Achievement Data to Support Instructional Decision Making. http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12
*ELA	Grades K-4	School-wide Reading Club Reading goal - # of books read per grade level Community and business to provide small tokens	All stakeholders	Improved scores on: Story Tests, Renaissance STAR, District's Unit Tests, PARCC. Observation of students as they use a variety of	IES – Corrective Reading – decoding/fluency and comprehension – July, 2001

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				strategies. Observe staff as they teach strategies.	
Math	ALL	<p>Problem Solving</p> <ul style="list-style-type: none"> • Drawing pictures • Finding patterns • Working backwards • Acting out • Relate problem to students' interest. <p>Graphic Organizers</p> <ul style="list-style-type: none"> • Understanding the problem. • Devising and carry out a plan • Assessing its accuracy. <p>Model logic thinking teacher/students.</p> <p><u>Conceptual Based Model</u></p> <ul style="list-style-type: none"> • Set up the task • Explore Phase/Student Private Work Time • Explore 	All Stakeholders	<p>Improved scores on: Renaissance STAR, District's Unit Tests, PARCC.</p> <p>Observation of students as they use a variety of strategies.</p> <p>Observe staff as they teach strategies.</p>	<p>IES – Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools.</p> <p>IES – Teaching Children Who Struggle with Mathematics. A systematic Approach to Analysis and Correction.</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Phase/Small Group Problem Solving <ul style="list-style-type: none"> Share, Discuss and Analyze Whole Group. 			
MATH	ALL	Inductive teaching – Provide students with examples for them to detect pattern/concept/rule. Develop their own problems (Ferlazzo-2012)	All Stakeholders	Improved scores on: Renaissance STAR, District’s Unit Tests, PARCC.. Observation of students as they use a variety of strategies. Observe staff as they teach strategies.	IES. – Intervention: Class Wide Peer Tutoring – July 2007. Ferlazzo, Larry – Get Organized Around Assets. ASCD 2012. IES – Using Student Achievement Data to Support Instruction. Recommendation #4.3
MATH	K-4	Discrete mathematics, Data Analysis. <ul style="list-style-type: none"> Make and explain graphs (Bar, Pictographs, Circle). Systematic Listing, Counting, and 	All Stakeholders	Improved scores on: Renaissance STAR, District’s Unit Tests, PARCC. Observation of students	IES - Intervention Success Maker. IES – Organizing Instruction and Study to Improve Student Learning.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		<p>Reasoning – creating combinations.</p> <ul style="list-style-type: none"> • Repetitive Patterns and Processes – using shapes, numbers, and objects from the classroom (Fibonacci Sequence of Numbers). • Sorting Items – investigate ways according to attributes like color, shape, and quantitative. • Arranging Data – creating tree diagrams, charts, and tables. • Describe and Discuss – algorithmic procedures (how to find a solution to a problem, explain steps, and 		<p>as they use a variety of strategies.</p> <p>Observe staff as they teach strategies.</p>	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		discussing the outcome).			
MATH	K-4	Schedule a minimum of 15 minutes of daily intervention math to review and address DOL results. This is in addition to the 45 minute scheduled intervention periods.	All stakeholders	Improved scores on: Renaissance STAR, District's Unit Tests, PARCC. Observation of students as they use a variety of strategies. Observe staff as they teach strategies.	IES – Intervention: Class Wide Peer Tutoring – July 2007.
MATH	Grades 3-4 at-risk students and	Success Maker	All stakeholders	Improved scores on: Renaissance	IES – Intervention: Class Wide Peer Tutoring – July 2007

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
	special needs students.			STAR, District's Unit Tests, PARCC. Observation of students as they use a variety of strategies. Observe staff as they teach strategies.	
*MATH	Grades K-4	Use Mathematics Reasoning Rubric	All stakeholders	Improved scores on: Renaissance STAR, District's Unit Tests, PARCC. Observation	IES – Intervention: Class Wide Peer Tutoring – July 2007.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				of students as they use a variety of strategies. Observe staff as they teach strategies.	
*Math	Grades 1-4	Implementing flash card games during lunch period in order to increase automaticity with basic math computations.	Principal Lunch monitors Teachers Students	STAR Unit assessments PARCC	IES – Assisting students struggling with mathematics: Response to Intervention for Elementary and Middle Schools.

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA/Math	Grades 3-4	1 hour after school program to address PARCC skills	Principal, teachers	Improved scores – PARCC	IES – Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. IEL – Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools.
ELA/Math	Grade 3 & 4	½ hour morning program – March/April	Principal, teachers	Improved scores PARCC Unit assessments Renaissance STAR	IES – Structuring Out-of-School Time to Improve Academic Achievement.
ELA	Grade 1 at-risk students – general education	CEIS Program November to July	Principal Lead teacher, Teachers, Dept. of Special Services Supervisor	<ul style="list-style-type: none"> Less retentions at the end of the year. Prevent referrals to CST Improved scores on unit and STAR assessments. 	IES – Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades
ELA/Math	Gr. 3 & 4 at-risk based on STAR assessment	Summer Program July 2015	Administrator of program Teachers, Principal	<ul style="list-style-type: none"> Achieving the 40th percentile on the STAR assessment or required scaled score growth. 	IES – Structuring Out-of-School Time to Improve Academic Achievement.
ELA	Economically	See above	See above	See above	See above

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
	Disadvantaged - ALL				
Math	Economically Disadvantaged -ALL	See above	See above	See above	See above

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Mathematics/ Language Arts	Grades K-4	Using Score of STAR Assessment Renaissance and district unit assessments to - Integrate intervention skills -set up small group depending on score and center work -Differentiated Instruction	Professional Development Committee, Principal, ScIP, Site-based supervisor	Number of students at or above the 40 % of STAR Renaissance Test Scores, Review of Data binders to show intervention and improved scores, SGO Achievement	IES Using Student Achievement Data to Support Instructional Decision making Lysynchuk, L. M., Pressley, M., & Vye, N. J. (1990). Reciprocal teaching improves standardized reading-comprehension performance in poor comprehension. The Elementary School Journal, 90, 469–484. IES – Assisting Students Struggling with Reading: Response to Intervention (Rtl) and Multi-Tier Intervention in the Primary Grades. IES – Intervention Success Maker. IES – Organizing Instruction and Study to Improve Student Learning.
Mathematics	Grades K-4	*Provide Math strategies to support staff with the CCSS and implement new district	Professional Development Committee Principal Central office supervisors. ScIP	Observations, Lesson Plans, Walkthroughs Sign-in and evaluations Improved Scores on	IES – Scott Foresman – Addison Wesley Mathematics New standards. Achieve N.J.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		initiative – Conceptual Based Model.	Teachers	District Unit Assessments, state assessments and Renaissance STAR. SGO Achievement	
Language Arts/Science	Grades 1-4	Inference - Informational text, Provide intensive, systematic instruction on up to three foundational reading skills such as questioning, visualization and cause and effect. Use of Scientific	Professional Development Committee ScIP Teachers, School-based Supervisor	PARCC, Story Test, District Unit Assessments Observations and walkthroughs Renaissance STAR SGO Achievement	IES - Teach students how to use reading comprehension strategies. Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). <i>Improving reading comprehension in kindergarten through 3rd grade: A practice guide</i> (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practice guides .

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Method - review of evidence to infer outcomes and research information.			
Language Arts	Grades 1-4	Working with Text Underlining Looking for clues Identifying main idea Finding supporting details	Professional Development Committee, ScIP, School-based supervisors	PARCC results, Story test, District Unit Assessment, Observations and walkthroughs, Synopsis sheets, evaluations, Renaissance STAR, SGO Achievement,	IES – Beginning Reading Evidence Review Protocol Reference Resource/August 2012
Language Arts	Grades K-4	Reading – Strategy: word study aimed at remediating	Professional Development Committee ScIP	Renaissance STAR, district unit tests.	IES -Baumann, J.F., Edwards E. C. , Font, G., Tereshinski, C.A., Kame'enui, E. J., & Olenjik, S. (2002). Teaching morphemic and contextual analysis.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

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Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		deficits in phonological processing, developing sight-word reading skills, and teaching meta-cognitive strategies for reading and spelling new words to improve fluency.	School-based supervisors	SGO Achievement	<p><i>Reading Research Quarterly</i>, 37(2), 150-176</p> <p>IES -J. Smith, C.R., & Blachman, B.A. (1997). Phonological awareness skills in children: Examining performance across tasks and ages. <i>Journal of Psychoeducational assessment</i>, 15, 334-347.</p> <p>IES -Santa, C.M., & Hoiem, T. (1999). An assessment of Early Steps: A program for early intervention of reading problems.</p>
Mathematics/ Language Arts	Grades K-4	New Teacher Evaluation	Professional Development Committee ScIP	Observations Lesson Plans Walk throughs Teacher Evaluation SGO Achievement	<p>Teacher incentives.</p> <p>http://ies.ed.gov/ncee/wwc/topic.aspx?sid=17</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Language Arts	Grades K-2 Grade 3	Open Court Imagine It! Wonderworks Phonics	Professional Development committee Principal Central Office supervisors. ScIP	Observations Lesson Plans Walkthroughs Teacher Evaluation SGO Achievement	<p>IES Open Court Reading http://eric.ed.gov/PDFS/ED534367.pdf</p> <p>A review of the program</p> <p>Borman, G.D., Dowling N.M. & Schneck, C. (2008). A multi-site cluster randomized field trial of Open Court Reading. Educational Evaluation and Policy Analysis, 30(4). 389-407</p>
Language Arts	Grades K-4	LA Curriculum Alignment	Professional Development Committee Principal Central office supervisors. ScIP	STAR Assessments NJASK Observations Lesson Plans Walk through Teacher Evaluation SGO Achievement	<p>IES -What English language arts, math, and science instructional materials have districts in the Mid-Atlantic Region states adopted? http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2010096.pdf</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

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Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Language Arts	Grades 3-4	Using Novels for reading instruction (Grades 3 and 4)	Professional Development Committee Principal Central office supervisors. ScIP	NJ ASK Observations Lesson Plans Walk throughs Teacher Evaluation Story Test Unit Assessment STAR Renaissance. SGO Achievement	Great Books report, reading with Novels http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=205
Mathematics/ Language Arts	Grades K-4	Refine development of Student growth Objectives SGO New state guidelines	Professional Development Committee Principal Central office and School-based supervisors. ScIP	NJASK Observations Lesson Plans Walk through Teacher Evaluation Unit Assessments STAR Assessments.	*NJ Achieve Website http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

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Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				SGO Achievement	
Language Arts	Grades K-3	District Initiative Comprehension Club	Principal, ScIP, District & School-based supervisors, teachers	STAR assessments scoring at or above 40 th percentile Observation, decrease number of at-risk students – unit assessments.	IES – Teach student how to use reading comprehension strategies. Shanahan, T., Callison, K., Carrier, C., Duke, N.K., Pearson, P.D., Schatschneider, C., & Torgesen, J. (2010), <i>Improving reading comprehension in kindergarten through 3rd grade: a practice guide</i> (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides .
Language Arts	Grade 4	District Initiative Vocabulary Develop Wordly Wise	Principal, teacher, ScIP, district/site based supervisor	Improved scores on new state assessment. STAR Unit tests	IES Vocabulary Improvement Program for ELL and Their Classmates. IES What Research Has to Say About Vocabulary Instruction
*Language Arts	Grades K-4	Guided Reading Program District Initiative	Principal, teacher, ScIP, district/site based supervisor	Improved scores on new state assessment. STAR Unit tests	Great Book report, reading with Novels http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=205

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

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Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Language Arts	Grades K-4	IFL - District Initiative	All stakeholders	Improved scores on new state assessment. STAR Unit tests.	University of Pittsburg
Math ELL	ELA SPED	On-site Instructional Teams consisting of one content area Supervisor of LAL, MATH, SPED and ELL, will provide consistent and data driven support for the instructional programs at each of the non-categorized school. In addition, a Data Supervisor, PD Coordinator, a Data Assessment Supervisor, and two NCLB	School Based On-Site Supervisors	STARS Assessments Unit Benchmarks	<p>Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides.</p> <p>Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) *In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Supervisors will collaborate to support the principals in analyzing programmatic and operational data to inform effective and engaging instruction in each classroom. The Supervisory team members will also conduct both long and short observations to provide support and job-embedded professional development			<p>ies.ed.gov/ncee/wwc/publications/practiceguides</p> <p>Marzano: Classroom Instruction that Work Systematic vocabulary instruction pg. 123-124</p> <p>Daniel Pink: A Whole New Mind</p> <p>Partnership For 21st Century Skills</p> <p>Research has associated interventions incorporating explicit instruction with improved outcomes for students with learning difficulties for both basic skills and higher-level concepts (Baker, Gersten, & Lee, 2002; Biancarosa & Snow, 2004; Gersten et al., 2009; National Reading Panel, 2000; Swanson, 2000; Vaughn, Gersten, & Chard, 2000).</p>

****Use an asterisk to denote new programs.***

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

The principal, assistant superintendent, district Title I administrator, school based supervisors together with the staff will be responsible for the evaluation and proper implementation of the schoolwide program. The district has always conducted internal evaluations.

2. What barriers or challenges does the school anticipate during the implementation process?

Some of the challenges we are anticipating:

- *Lack of additional staff to work with small groups/individual students at risk.*
- *Time to provide in-depth staff development including meaningful discussions.*
- *Mobility rate approximately 25% - includes students who go to their countries for 3 to 4 weeks and return to school.*
- *Continue to transition to the rigorous Common Core State Standards or any changes/adjustments made to the standards.*
- *Mandated budget cuts for the 2015-16 school year – staff.*

Positions cut:

- *2 bilingual teachers (retired –not replaced)*
- *ESL teacher assigned 3 days to our school (retired- not replaced)*
- *1 personal aide (RIF)*
- *1 cafeteria monitor (retired – not replaced)*

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Maintaining all stakeholders informed on the progress and challenges as well as requesting their input will provide the necessary buy-in. The plan is the final product of all individuals in the school. Parents support initiatives as they see their children learning and achieving.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

Staff will complete surveys addressing all initiatives and evaluation forms after training is provided. Discussions during grade level meetings will also serve to gauge staff perceptions.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

Discussions during parents' meetings, as well as questionnaires will be used to ascertain how the community approves/understands our initiatives. Our school has an open-door policy as parents can come in and ask questions as well as sit in the classroom to learn about new programs/initiatives.

6. How will the school structure interventions?

Teacher schedules indicate specific 45 minute intervention periods in literacy and mathematics.

7. How frequently will students receive instructional interventions?

In-class intervention is scheduled for 45 minutes. Small group instruction (high, medium, at-risk) in all classrooms. Instructional strategies and materials to be implemented. Data binders include assessments and interventions for each group. Librarian, newly assigned technology teacher and instructional assistants will work with small groups. Technology will be used to provide background information and to review skills taught. Teachers are to provide intervention to high, middle and at-risk students during that time. Technology centers, small group or individual support instruction are used to provide appropriate intervention. Computer teacher's schedule reflects intervention groups addressing math and literacy. (Hired February 11, 2015)

8. What resources/technologies will the school use to support the schoolwide program?

- Each classroom has a smart board and at least 3 computers for pupils to use.*
- There are 15 desktops in our library. In addition, we received 60 laptops to be used in the library and in the 3rd and 4th grade classrooms. (February, 2015)*
- A variety of websites have been selected by district and staff to support learning.*
- Success Maker licenses will be purchased by the district for pupils who score below the 40th percentile on the STAR assessments and special needs students.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

Data binders will include pre/post assessment scores for students. We will continue to use the district tests – Renaissance STAR and the 5 unit assessments to measure growth.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

The school will disseminate the results of the schoolwide program evaluation via newsletters, meetings and Infinite Campus (new district initiative) with a Parent Portal.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Literacy and Math	ALL	"Homework Team" – Parents receive a contract indicating the required weekly homework. Parent will receive calls/notes for students failing to complete assignments. In severe cases, the student will remain with the principal from 3:00-3:30pm.	Teachers, principal, parents, students.	Signed homework planners, improvement in student homework grades, improved student test data (weekly/monthly assessments). Forms to be developed and submitted to principal for review on a monthly basis. Continue to provide extra credit for assignments completed.	IES – Structuring Out-of-School Time to Improve Academic Achievement.
Literacy and Math	ALL	Activities Newsletter provides parents with simple activities to do at home to support mathematics, literacy	Principal, HSC members, Teachers	Newsletter sent home, questionnaire to parents on usage of activities. Improve scores on assessments. We will use the district's Culture and Climate Survey.	IES – A Parent's Guide to Response to Intervention Developed by NCLD
All areas	ALL	Parent Volunteers (field trip chaperones, parties, guest readers)	Principal, Teachers, parents, students	Sign-in sheets, pictures, other documentation.	IES – Christenson, L.L (2004). The family-school partnership: An opportunity to promote the learning competence of all students. School Psychology Review. 33, 83-104.
School	ALL	Recruit parents to assist in the playground before and	Principal,	Number of parents assisting	IES – Reducing Behavior Problems in

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
safety		after school.	parents, HSC members, security guard	(observed by principal) – parents will sign-up to assist. Parental request based on survey conducted.	the Elementary School Classroom .
Literacy and Math	ALL	Provide in-services in the areas of literacy, Math, English and Spanish.	Principal, Parent liaison, HSC, Parent Resource Center	Number of parents on sign-in sheets, increased number of students completing homework (90% of students complete their homework), increased student achievement as measured by story tests, math topic tests. STAR Assessments.	<p>IES – Teaching parents about reading</p> <p>Put Reading First: Helping Your Child Learn to Read – A Parent guide Developed by Partnership for Reading.</p> <p>IES – La Lectura es lo Primero: Como Ayudar a Su Hijo a Aprender a Leer-Una Familia</p> <p>Developed by Partnership for Reading</p>
Health	ALL	Provide parents with health information in writing at least every 2 months.	Nurse, lead monitor, Principal	Increased attendance. Goal: ADA of 96% or better.	IES – Reschly, A.L. & Christenson, S.L. (2009). Parents as essential partners for fostering student learning outcomes. In R. Gilman, E.S. Huebner, & M. Furlong (Eds.) A handbook of positive psychology in the schools: Promotion of wellness in children and youth. New York: Blackwell.
All areas	ALL	Empower parents with pertinent information – provide outline of what is learned at each grade by	Principal, teachers	Increased student achievement. Increased scores on formative and summative assessments.	<p>IES – Teaching parents about the new standards</p> <p>Parents' Guide to Student Success</p>

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		subject.			Developed by National PTA.
ELA Math	ALL	Provide parents with handouts with information and activities to be done at home. Activities to address math and language arts. (English and Spanish)	Principal, teachers	Increased student achievement. Increased scores on formative and summative assessments.	IES – Teaching parents about reading. Put Reading First: Helping Your Child Learn to Read – A Parent Guide developed by Partnership for Reading. IES – La Lectura es lo Primero: Como Ayudar a Su Hijo a Aprender a Leer-Una Familia Developed by Partnership for Reading.
All areas	ALL	Review school culture and climate survey. Address any needs/concerns experienced by parents.	Principal, teachers	Increased student achievement. Increased scores on formative and summative assessments.	IES – Christenson, L.L (2004). The family-school partnership: An opportunity to promote the learning competence of all students. School Psychology Review. 33, 83-104.
All areas	ALL	Series of mini workshops and informational letters on the new standards. CCSS.	Principal Parents Teachers	Increased student achievement. Increased scores on formative and summative assessments.	IES – Teaching parents about the new standards. Parents’ Guide to Student Success Developed by National PTA.
*All areas	ALL	*Train parents on the use of Infinite Campus (Parent Portal)	Central office staff, Parent Resource Center, Principal	Provide additional information on student achievement, homework assigned, attendance	IES – Christenson, L.L. The family-school partnership: An opportunity to promote the learning competence of all students.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

The Family and Community engagement program will assist schools in addressing outlined issues through providing access to parent education programs such as Paterson Parent University, and the development of school action teams. In addition, the department will provide parent coordinators to resolve parental issues, and to coordinate the access of resources to parents to increase student achievement.

2. How will the school engage parents in the development of the written parent involvement policy?

Parents will be engaged in the development of their parent involvement policy via school based PTO's, District-Wide PTO Leadership activities and School-based Action Teams.

3. How will the school distribute its written parent involvement policy?

The district parent involvement policy is accessible via the district website and is available for paper distribution via the school's parent center and/or main office if needed.

4. How will the school engage parents in the development of the school-parent compact?

Parents will be engaged in the development of the school-parent compact through involvement in their school-based PTO and school-based Action Team.

5. How will the school ensure that parents receive and review the school-parent compact?

Parents will receive a copy of their school-parent compact as part of their Welcome Back to School packet and the school-compact will be available in the school's parent center and/or main office. The Compact will also be accessible via the district and school website. The compact will be signed during the September Back to School Night.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

6. How will the school report its student achievement data to families and the community?

Parents are kept informed about student achievement by monthly newsletters. The telephone is considered as an open-line of communication for both parents and the school. The district provides four Back to School Nights per year, however the school has an open-door policy and parents are welcomed at all times with questions, comments or concerns. Standardized Test Home Reports are disseminated as soon as received.

Teachers send daily homework. Homework planners are signed and returned in order to keep the parents involved in the academic progress of their children. In addition, tests in the areas of reading and math are sent home for signatures. Conferences are held whenever a concern arises during staff's preparation periods or before/after school. Except for September, each month either supplementary notices or a report card is sent home. There is an understanding by the parents that the school cares about their children and acts in their best interest as seen by: high attendance at meetings and Back to School Nights, parent feedback via telephone calls and notes, parents allowed to sit in classrooms as long as teachers are not interrupted, district's Culture and Climate Survey.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

The district issues a letter to notify all stakeholders if the district has/has not met their annual measurable objectives for Title III.

8. How will the school inform families and the community of the school's disaggregated assessment results?

Our school has always been "not in status". Parents are informed about our status and scores during the Back to School Night in September. We discuss our successes as well as next steps for the school. We provide information on the general education, ELL and special needs scores. Parents and community are reminded that although we have different programs and needs, we are one school whose mission is for all students to achieve.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

The district will involve families and the community in the development of the Title I school wide plan via annual committees consisting of parents, district staff members and community stakeholders.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

10. How will the school inform families about the academic achievement of their child/children?

First week of September, individual forms with PARCC results will be sent home to parents. Throughout the year, each month parents either receive supplementary notices (with a math and reading test score as well as positive and next steps comments) or a quarterly report card. In addition, reading and math assessments are often sent home for review and signature.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

Strategies will be driven by school-based action team activities that are developed in conjunction with parents, community stakeholders, and school-based staff. In addition, when possible, exposure activities for parents such as local Family College Tours. The school will continue to support access to parent education programs via the district's Paterson Parent University programs, School-based Parent and Teacher organizations, and district-wide parent recognition programs. Funds are allocated for use at the district's Parent Resource Center. We will purchase brochures and other literature to provide parents with ideas/information on math and reading skills to support student achievement. As in the three previous years, 4th grade parents and students will visit Liberty Science Center on a Saturday prior to the ASK Science assessment. Finally, we will work with parents in the use of "Parent Roadmaps" to the common core (<http://www.commoncoreworks.org>). These content grade specific parent roadmaps provide detailed information about the expectations of the common core and tips for parents on how to support learning at home.

***Provide a separate response for each question.**

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	25	During interview process, candidates are requested to bring teaching certificates and Praxis scores.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	2	All paraprofessionals have either passed the ParaPro test or possess 60 or more college credits. One paraprofessional holds a BA degree.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<p>Tuition Reimbursement</p> <p>Opportunities to voice their opinions and implement their ideas.</p> <p>Recognition during faculty meetings/in-service.</p> <p>Opportunity for teacher growth through professional development.</p> <p>Perfect attendance incentive.</p> <p>Opportunity to work in an award winning school.</p> <p>Creating a school environment of collegiality and mutual support.</p> <p>New contract allows for highly effective teachers (based on evaluation) to move-up an additional step on the pay scale.</p>	<ul style="list-style-type: none"> - Human Resource Dept. - Professional Development Department and school committee - Principal - Staff